DOCUMENT RESUME

ED 127 270 SP 010 302

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TITLE Extended Campus-Field Approach to Elementary Teacher Preparation and Placement (ECFE).
INSTITUTION State Univ. of New York, Brockport. Coll. at Brockport.
PUB DATE 76
NOTE 16p.

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS *Education Majors; *Elementary School Teachers; Feedback; Higher Education; Interdisciplinary Approach; Perception; *Performance Factors; Performance Specifications; *Preservice Education; Rapport; *Teacher Placement; Teacher Selection

ABSTRACT

The Extended Campus-Field Approach to Elementary Teacher Education Preparation and Placement Program (ECFE) at Brockport, New York, represents an Articulated Campus-Field program already in operation at the Faculty of Education. The ECFE approach is an interdisciplinary undertaking consisting of four phases for operation incorporating sixteen different components for the continual improvement of undergraduate instruction and placement of elementary teacher certification candidates. It is the intention of Phase 1 of the ECFE approach to establish close rapport early between the teacher preparation staff, teacher candidate students, and freshman and early transfer elementary teacher aspirants. Phase 1 is designed to demonstrate to the teacher aspirant the interest and concern of the teacher preparation staff for the student's welfare and progress within the teaching profession. Phase 2 consists of the major preparation components of the ECFE approach. This is a student-centered, criterion-referenced program of instruction, which encourages the individual student to provide qualitative evidence of performances that are of significance to the process of teacher selection and placement. Phase 3 of the ECFE approach is to increase the awareness of school systems and teacher placement agencies of the determined efforts to provide them with better prepared teachers appropriately matched to available openings. The purpose of Phase 4 is to ensure that appropriate follow-up procedures are instrumentalized and maintained to provide feedback information of use to the faculty in program updating and general improvement. (SK)

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EXTENDED CAMPUS - FIELD APPROACH TO ELEMENTARY TEACHER PREPARATION AND PLACEMENT (ECFE)

State University of New York
College at Brockport 1976

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EXTENDED CAMPUS-FIELD APPROACH TO ELEMENTARY TEACHER PREPARATION AND PLACEMENT

State University of New York at Brockport

The Extended Campus-Field Approach to Elementary Teacher Preparation and Placement Program at Brockport, New York (ECFE), represents a logical and desirable extension of the Articulated Campus-Field program (ACF) already in operation at the Faculty of Education, State University College. The ECFE approach is a joint effort of the teacher preparation staff of the Departments of Curriculum and Instruction and Social and Humanistic Foundations of Education, with cooperation and assistance from the Faculty of the Department of Educational Administration, the Department of Guidance and Counseling, the Faculty of Education Certification Office, the College Placement Office, and the Brockport Cooperative Education Project.

The major objectives of the ECFE approach are:

1. To facilitate the admission to teacher certification candidacy teacher aspirants of exceptional motivation and determination through designed processes of self-selection.

2. To provide increased opportunities for guided exposures to the actual field conditions and climates of teaching.

3. To provide background enrichment experiences aimed at stimulating the motivation of students toward the achievement of their fullest potentials in their preparation for the teaching profession.

4. To prepare demonstrably able elementary teachers in ways that allow recognition and respect for the individual differences in the philosophies, interests and special talents of the teacher certification candidates.

5. To further increase the confidence of the teacher candidate in the program of professional preparation at this institution and to increase respect for the teacher preparation staff of the Faculty of Education by the teacher candidates.

6. To increase the status of the elementary teacher preparation program at this institution among school systems and teacher recruitment agencies and to increase the professional desirability of teachers prepared by this institution.

7. To increase the rate of placement of elementary teachers prepared at this institution.

8. To provide field-based follow up of the performance and satisfaction of elementary teachers prepared by this Faculty.

The ECFE approach is an interdisciplinary undertaking consisting of four phases for operation incorporating sixteen different components for the continual improvement of undergraduate instruction and placement of elementary teacher certification candidates. The ECFE approach is a cost-conscientious effort to realign and/or to more effectively utilize existing resources and personnel in pursuant of the major objectives of the program.

EXTENDED CAMPUS-FIELD APPROACH TO ELEMENTARY TEACHER PREPARATION AND PLACEMENT

State University of New York at Brockport

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EXTENDED CAMPUS-FIELD APPROACH TO ELEMENTARY TEACHER PREPARATION AND PLACEMENT (ECFE)
- State University of New York at Brockport -

COLLEGE BASED PROGRAMS OF INSTRUCTION AND EXPERIENCES

FIELD BASED PROGRAMS OF INSTRUCTION AND EXPERIENCES

FIELD REPRESENTATION, PLACEMENT SERVICES, AND FOLLOW-UP SERVICES

PHASE I

DECLARATION
→ Involvement
→ Counseling
Fr. → Academic Planning

PHASE II

So.

o METHODS (ACF)

Jr.

o PSYCHOLOGICAL APPLICATIONS TO EDUCATION

TEACHING OF READING

TEACHING OF READING

DRUG EDUCATION

Sr.

o FOUNDATIONS OF EDUCATION

BCEP (Dept. credit)
→ Self-screening

PRE-PROFESSIONAL INVOLVEMENT
(Lib. Arts & Educ. credit)
→ Comparative and International Education

PARTICIPATION
→ Instructional Skills

PRACTICUM
→ Special needs children recognition and response

BCEP
→ Experience

INTERACTIONS
→ System Relevant Representations

STUDENT TEACHING
→ Development of Teaching Styles

SELECTIVE SCREENING INTERVIEWS
→ Screening interviews by Educational Administration

PHASE III

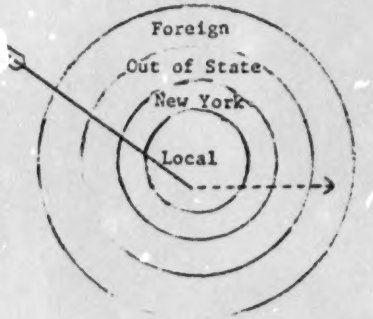
I. Announcements (2)

II. Contacts
A. Planning Support
B. Placement Services

III. Placement

IV. Follow-up
A. System
B. Teachers

V. Field Services Extension



PHASE IV

ECFE PHASE I: PROFESSIONAL INVOLVEMENT COMPONENTS

It is the intention of Phase I of the ECFE approach to establish close rapport early between the teacher preparation staff, teacher candidate students and freshmen and early transfer elementary teacher aspirants. Phase I is designed to demonstrate to the teacher aspirant the interest and concern of the teacher preparation staff for the student's welfare and progress within the teaching profession. It is anticipated that this demonstration of concern will generate within the student a sense of confidence and respect for the staff of the faculty and for the program of elementary teacher preparation at this college. It is intended also that the student will be encouraged to plan his courses for study most carefully in the light of his or her intended goal.

The components that are the substance of Phase I of the ECFE approach were conceived by a member of the Faculty of Education in the fall of 1972. Phase I was not practicable at that time because of the large number of late transfer students to the college. The rapid increase in freshmen enrollments and early transfers now make the components practical and desirable in the opinion of the teaching staff.

Objectives:

1. To demonstrate early an interest in and concern for welfare and progress of the teacher aspirant.

2. To inform students of the ECFE approach and the expectations of the program.

3. To develop an understanding of and respect for the program of preparation at this faculty.

4. To assist staff to know the student as an individual and to recognize early the strengths and needs of each student in the program.

5. To encourage and assist each student to plan wisely his or her course of academic study.

6. To prepare students with the knowledge that the ECFE approach to elementary teacher preparation will demand a very high level of ability, personal involvement, responsibility, and initiative if they are to achieve maximum success.

7. To assist the student to determine if a career in teaching is what he or she strongly desires to pursue.

PHASE I: Component A - EARLY INVOLVEMENT

The purpose of this component is to encourage the development of a sense of pride in the profession of teaching and dedication to the tasks of preparation. To this purpose the staff of the ECFE approach intends to identify elementary teacher aspirants early and to demonstrate to them our concern for their proper preparation. We intend to clearly demonstrate our appreciation for the commitment to teaching by the aspirant by showing evidence of interest, concern, and a willingness to assist the aspirant in adjusting to the campus environment and in educational matters.

The procedures for this component are:

1. To establish a means to identify elementary teacher certification aspirants early.

   a. Freshmen
   b. Early transfers (F/SO)
   c. Late transfers (Jr)

2. To counsel aspirants in regard to:

   a. Personal campus adjustment problems
   b. Format, expectations and benefits of the ECFE approach
   c. Academic programs and opportunities at this campus

3. To assign a temporary "confident" to assist the aspirant from among the upper division teacher candidates.

4. To request the presence of the aspirant at selected Phase II meetings and seminars.

5. To investigate the desirability and feasibility of arranging and promoting an elementary teacher dorm facilities location.

PHASE I: Component B - ACADEMIC GUIDANCE

The purpose of this component is to assist the elementary teacher certification aspirant in the selection of academic courses and concentrations by presenting evidence of perceived professional value of academic offerings at this college by influential and knowledgeable populations.

The procedures for this component are:

1. To survey relevant populations to determine most desirable academic backgrounds for elementary teacher preparation that is within the province of the expertise available at this college.

2. To develop a set of rationalized proposals for academic preparation commensurate with established college requirements which the teacher aspirant may use as a guide to construct his or her own track of academic study.

Possible by-products of Component B.

1. Academic counseling related to professional preparation is intended to assist in the development of a plan of academic development for the student which he or she understands and appreciates which, in turn, should result in increased involvement in the academic subjects by the student throughout his or her program of academic studies.

2. Involvement in this phase by relevant populations also should serve to increase the attractiveness of teachers prepared at Brockport among these populations.

PHASE I: Component C - EARLY FIELD EXPERIENCES

The Early Field Experience component offers early exposure to the actual climate, conditions and expectancies of the field of teaching for the purpose of assisting elementary teacher certification aspirants to realistically assess their commitment to this profession and to discover their individual strengths and weaknesses. Such experiences also will assist the faculty to become more intimately acquainted with the individual student's needs as a future teacher which, in turn, allows the faculty to plan better to meet these needs. The Early Field Experience also is intended as a self-screening opportunity.

The procedures for this component are:

1. To survey available experiental opportunities for students (i.e., obtain cooperating teachers from the field).

2. To develop an experientially based guideline which pre-teachers may use.

3. To develop an evaluation sheet of use to teachers in the assessment of student needs.

4. To enroll students in the Brockport Cooperative Education Project (BCEP) of the department in which they ordinarily would take an elective at this time. The BCEP is a pass/fail 3 credit hour guided exposure to a variety of climates and conditions of teaching and to other expectancies and duties of teachers in cooperating schools and school districts in this geographic area.

5. To have students maintain a cognitive and affective reactions-to-experiences-journal.

6. To have students discuss personally perceived strengths and weaknesses at student-staff seminars. This information will be used to guide students individually in the further teacher preparation.

7. To have students begin to formulate a personal philosophy of teaching based upon these early experiences.

8. To have the student make the decision whether to continue in the ECFE approach.

PHASE I - Component D - PRE-PROFESSIONAL ENRICHMENT

(Off-Campus Study of Education and Teaching)

It is imperative that teachers prepared through the ECFE approach realize early the broad implications of their profession, and that they must assume a much wider range of responsibilities and involvements calling for sensible and mature considerations and judgements than they may have been led to expect of themselves by limitations of background and experience.

A most efficient and effective way of promoting a professionally aware, mature, and responsible perspective on the part of teacher aspirants which will be of considerable asset to the mission of the college and to the school system and community, which as a teacher the student will work and live, is through a carefully arranged and monitored program of study and experiences directly in the educationally relevant historical, political, economic and social features of a national system of education different from the model to which the student has been conditioned.

The Off-Campus Study of Education and Teaching constitutes a semester of combined liberal arts and education credit for selected undergraduate teacher aspirants. A priority is placed upon international study. A comparative approach will deal with the international importance of education now and for the future, the organization and financial structures and the aims of education, social policy and education, the local administration of education, local structures and communication patterns, the status and role of the teacher, curriculum and teaching philosophy, theory, methodology, and materials.

It is proposed that such professional background enrichment initiate rather than consumate the program of teacher preparation on this campus for the purpose of allowing a greater variety of exposures and intensity and sophistication of treatments within the program than is possible with naive students. This is in service to the ECFE concept which is to recommend to school systems more thoroughly prepared, broadly experienced, mature, and responsible teachers at the initial level of employment.

ECFE PHASE II - FIELD RELATED PERFORMANCE COMPONENTS

Phase II consists of the major preparation components of the ECFE approach at this institution. The program combines on-campus instruction with a plan for extensive coordinated field based instruction and experiences (see chart on p. 3).

The teacher preparation components of the ECFE approach represent a movement away from a rigidly structured system of external demands and arbitrary rewards and towards the development of instructional goals and methods which will promote a sense of personal involvement, personal responsibility and professional commitment on the part of the student.

The teacher preparation components (PHASE II) is a student centered criterion referenced program of instruction which encourages the individual student to provide qualitative evidence of performances which are of significance to the process of teacher selection and placement.

Objectives:

1. To provide early and sustained opportunities for decision making concerning a career in teaching.

2. To promote a cooperative learning climate based upon mutual concerns and assistance in achieving/excelling criterion goals.

3. To promote a climate of 100% humanistic treatment of students by the teaching staff.

4. To increase relevant field-based experiences of students, based upon previous exposures (PHASE I) and with guidance from the teaching faculty.

5. To allow students the freedom to explore, discover and to pursue individual potentials relevant to excellence in teaching and to educational leadership.

6. To encourage students to provide evidences of excellence which may be used by the staff in the tasks of assisting the student in the field-based process of teacher selection and placement (PHASE III).

PHASE II: Component A - METHODS - FIELD EXPERIENCE

(Articulated Campus Field Program)

The purpose of Component A is to assist students to gain knowledge about appropriate content and methodologies for instruction in the elementary curriculum areas and to provide opportunities to observe and to participate in the application of teaching methodologies in the classroom. The purpose of this component also is to assist teacher candidates to explore areas of strengths and needs and to begin to develop individual styles of teaching. The Methods-Field Experience Component includes additional instruction in the teaching of reading and in drug education.

It is the intention of this component to gather student produced data and documentation of use in the Phase III Field Representation and Placement Components.

PHASE II: Component B - FOUNDATIONS OF EDUCATION

PURPOSE: The purpose of Component B is to prepare the teacher candidate to be able to function effectively, knowledgeably and constructively within the social contexts of teaching. Component B includes expanding the student's knowledge about the history, philosophy and sociology of education, as well as the acquisition of skills relevant to functioning effectively as a participating member of a school community.

It is the intention of the component to gather student produced data and documentation of use in the Phase III Field Representation and Placement Components.

PHASE II: Component C - PSYCHOLOGICAL APPLICATIONS TO EDUCATION

(Special Needs Children - Recognition and Response)

The purpose of Component C is to provide teacher candidates with knowledge and skills pertinent to the accurate recognition and appropriate responses to the needs of children with mild to moderate handicaps who are most likely to be placed in the regular classroom environment.

It is the intention of the Component to gather student produced data and documentation of use in the Phase III Field Representation and Placement Projects.

PHASE II: Component D - ADVANCED FIELD EXPERIENCE (BCEP)

The purpose of the advanced field experience is to provide the elementary teacher certification candidate with the opportunity to experience and perform in a variety of actual field situations of the students choosing under faculty guidance via periodic seminars.

The objective of the component is to assist students under actual field conditions to continue critically to examine areas of individual strengths and weaknesses as a prospective teacher and to gain specific experiences relevant to self-improvement.

In addition, it is the purpose of this component to assist the individual student to begin to refine his or her own philosophy of teaching and to begin to define personal priorities for teaching.

PHASE II: Component E - DEVELOPMENT AND REFINEMENT OF TEACHING STRATEGIES

The purpose of this component is to assist the elementary teacher candidate to further develop and refine his or her teaching strategies and style under environmental pressures and complexities approximating actual full time teaching conditions in the field.

It is the intention of this component to gather selected student produced data and documentations as well as external evaluations of use in the Phase III Field Representation and Placement Components.

PHASE II: Component F - ADMINISTRATION ASSISTED FINAL TEACHER EVALUATION

This component, in cooperation with the Department of Educational Administration, is to provide selected candidates with the opportunity to undergo intensive simulated evaluation by school administrators for the purpose of:

1. Providing feedback to the faculty concerning our elementary teacher candidates' abilities to perform during one of the most critical phases of the actual teacher selection process.

2. Providing our students with evaluative feedback by school administrators in terms of performance in selection and placement interview situations.

3. Providing information useful to the Phase III: Field Representation and Placement Projects.

The procedures and requirements of this project have been agreed upon by members of the teacher preparation staff and staff members of the Department of Educational Administration.

ECFE PHASE III - FIELD REPRESENTATION AND PLACEMENT COMPONENTS

It is an assertion of the elementary teacher preparation staff of the Faculty of Education at SUC Brockport--that the success of a teacher preparation effort ought to be measured, in part, by the attractiveness of the teachers certified under the program to school systems and school teacher placement agencies.

Phase III of the ECFE Approach, in cooperation with the Placement Office, is to increase the awareness of school systems and teacher placement agencies of our determined efforts to provide them with better prepared and more appropriate teachers for available elementary teacher openings.

Objectives:

1. To stimulate interest in the ECFE approach for elementary teacher preparation among selected school systems and teacher recruitment agencies.

2. To provide, where possible, direct personal contact between the Faculty of Education, Brockport, New York, and school systems and teacher recruitment agencies.

3. To provide the school systems and teacher recruitment agencies with videographically documented evidence of teacher competencies.

4. To provide direct assistance to school systems and teacher recruitment agencies in the selection and placement of appropriate teachers for particular positions.

PHASE III: Component A - PROGRAM FIELD ALERT

The purpose of this component is to provide graphic information to school systems and school teacher placement agencies of the objectives and components of the ECFE Approach and to offer them assistance in their teacher selection process by providing data and documentation on selected teachers whose individual qualifications appear most to meet the specific teacher characteristics considered of highest value by the particular system or school teacher placement agency.

PROCEDURE:

It is intended that two brochures, a preliminary introduction and a more comprehensive presentation, will be designed and circulated by appropriate staff of the Faculty of Education and the Brockport Placement Office to area school systems and teacher recruitment agencies.

PHASE III: Component B - FIELD CONTACT

Direct personal contact shall be established between ECFE staff and receptive school systems by means of an appropriate letter of introduction and follow-up visit by one of the ECFE staff. The purpose of the field contact is to discuss the teacher needs and expectations of the receptive system and the abilities of the ECFE Approach to provide selected teachers whose personal philosophy, interests, talents and responses in the teacher preparation components of the ECFE Approach appear especially to be commensurate with the expressed teacher needs and expectations of the system.

ECFE PHASE III: Component C - TEACHER PLACEMENT ASSISTANCE

Component C is a follow-up to Component B of Phase III. Having ascertained teacher needs and expectancies, Component C represents a response to specific teacher openings within the system. An ECFE staff member will personally present the credentials and ECFE data and documentation of selected teacher graduates whose ideographic qualifications seem most suitable to each kind and type of available position. The responsible officer or officers of the school system may then elect to interview those candidates which they deem most desirable on the basis of the judgements of the ECFE staff and the information provided.

ECFE PHASE IV: FOLLOW-UP - COMPONENTS

The purpose of Phase IV is to ensure that appropriate follow-up procedures are instrumentalized and maintained to provide feedback information to the faculty of use to program updating and general improvement. Phase IV is also conceived as a means to further enhance the prestige of the ECFE Approach and the desirability of elementary teachers prepared through its programs.

Objectives:

1. To demonstrate to teachers prepared by the ECFE Approach the continued interest and constructive involvement of this faculty in the teaching success and advancement of our elementary teacher graduates.

2. To demonstrate to the school systems and teacher recruitment agencies continued sensitivity of this faculty to the changing needs, ideas suggestions of the receptive school systems and agencies and continued receptiveness to field-generated evaluations of our teacher graduates and of the ongoing ECFE Programs.

3. To geographically extend the influence of the ECFE Approach of the Faculty of Education through publication of the programs and services to selected geographically distant school systems and teacher recruitment agencies.

ECFE PHASE IV: Component A - TEACHER PLACEMENT FOLLOW-UP

After placement follow-up is considered for the purpose of obtaining reports of system satisfaction with recommended teachers and teacher satisfaction with the system.

It is considered that a variety of follow-up procedures will be undertaken for the purpose of gaining field based information useful to continued updating and improvement of the teacher preparation components of the ECFE Approach to teacher preparation.

ECFE PHASE IV: Component B - FIELD RESPONSIVE PROGRAM ASSESSMENTS AND ADJUSTMENTS

One of the more critical problems encountered in program development, particularly if successful, is the tendency for those responsible for the program to become self-satisfied resulting in programmatic resistance to further change.

Therefore, it has been deemed highly advisable and it is the intention of the ECFE staff that fail-safe procedures be forcefully integrated into the ECFE Approach to insure that our programs remain continually sensitive and responsive to new information and changes of need priorities and other conditions in the field. It is considered that a variety of procedures be developed to this purpose.

ECFE PHASE IV: Component C - FIELD SERVICES EXTENSION

Component C is a logical extension of Phase III Components A, B, and C--except that the services of Phase III Components B and C will be provided to geographically distant domestic and foreign elementary teacher recruitment centers totally at their expense. Procedures will be developed for locating and contacting promising geographically distant domestic and foreign agencies.